



| Teacher Led Instruction | SEA | Fieldwork/Clinical | Lab | External Learning |
|-------------------------|-----|--------------------|-----|-------------------|
| 35 | 5 | 25 | 0 | 70 |

College Education Program Attributes

The manner in which we prepare educational personnel is informed by eight essential attributes:

1. ensuring that programs are knowledge based;
2. viewing educational personnel as learners, including a focus on deconstructing past experiences as learners in coursework and field experiences and developing appropriate knowledge of the content and discourse of the disciplines to be taught;
3. contextual and cultural sensitivity;
4. facilitating inquiry and reflection, i.e., providing structured opportunities for critical reflection on and taking action in one's daily work;
5. enabling authentic participation, collegiality and collaboration;
6. building an ongoing developmental program that allows for continuous improvement, experimentation, and professional growth;
7. ensuring that programs are standards driven; and
8. ensuring that programs promote the effective use of technology.

Program Standards: [Interstate Teacher Assessment and Support Consortium \(InTASC\)](#)

Specialized Professional Association Standards: [Council for Exceptional Children \(CEC\)](#)

Wilmington University Graduation Competencies: [Graduate Educational Competencies](#)

Delaware Performance Appraisal System II: [DPAS II Evaluation Rubrics](#)

Learning Methods: A variety of teaching methods in

4. Candidates demonstrate knowledge of data base applications to prepare an IEP.
5. Candidates select and use technically sound formal and informal assessments that minimize bias.
6. Candidates administer nonbiased formal and informal assessments.
7. Candidates collaborate with families and others in assessment of individuals with exceptionalities.

Assessment: Candidates will discuss issues surrounding eligibility and placement of students with disabilities and create a written reflection that focuses on MTSS, RTI, progress monitoring and formal assessments.

Learning Outcome 3 – Use multiple methods of assessment and data sources in making educational decisions. (InTASC Standard 6; CEC 4, 5)

Learning Activities/Performance Tasks:

Assessments: Candidates will compare appropriate language services for young children (prior to school age) with those appropriate for school age children. Candidates will analyze a case study to determine if a student's placement is correct, with careful attention given to the student's language development.

Additional Course Information and

20. [Understanding Your Child's Scores: Percentile Ranks and Standard Scores](#)
21. [US Department of Education: FAPE](#)
22. Venn, J. J. (2013). *Assessing students with special needs* (5th ed.). Pearson.
23. Watson, K. (2017). From discrepancy to consistency: Improving SD eligibility guidelines. *Communique*, 46(2), 32-33.
24. Wendy, C., & David, C. (2018). Toward authentic IEPs and transition plans: Student, parent, and teacher perspectives. *Learning Disability Quarterly* 41(1), 32-43.
25. [What an IEP Must Contain](#)
26. [What are DIBELS?](#)
27. [What is FAPE and What Can It Mean to My Child?](#)

Understanding Learning Links

[Blueprint for Personalized Learning in Delaware](#)
[Bloom's Taxonomy](#)
[Classroom Management](#)
[Group work: Using cooperative learning groups effectively](#)
[Increasing Inclusivity in the Classroom](#)
[How People Learn](#)
[Metacognition](#)
[Mindfulness in the Classroom](#)
[Motivating Students](#)
[Personalized Learning](#)
[The IRIS Center \(Vanderbilt University\)](#)

Structured External Assignment:

Transition Plan SEA Instructions:

The SEA for this course is to prepare a Transition TIP for a student with a mild disability in a middle or high school placement. You will identify a student, gain permission to conduct a transition interview with the student and discuss the student's needs with the current special education teacher to determine appropriate levels and preferences in the following areas:

1. Employment
2. Independent Living
3. Education/Training

You will create an instructional goal that will support a course of study that focuses on improving the academic and functional achievement of the student to facilitate her/his movement from school to post school for each area. You will base your TIP on the information you learn from the student and teacher interviews and a transition assessment that you complete with the student. You may include information from other transition assessments if you have access to this information. All information that you see from a current or past IEP is confidential.

Complete the following portions of the DE Transition Template based on your recommendations and information learned:

- < Student Information: You will give the student initials or pseudonym, grade, and disability.
- < Data Considerations
- < Other Factors to consider
- < Student's Post High School Goals
- < Course of Study
- < Activities and Services to Reach Goal
 - o At least 2 for each goal
- < Post School Employment Goal
- < Unique Needs
- < Services, Aids & Modifications
- < PLAAFP related to goals
- < Any related services
- < Current LRE

Submit the transition assessment you administered, and a short discussion of collaboration related to writing the TIP and the TIP.

| | Unsatisfactory (1) | Emerging (2) | Basic (3) | Proficient (4) | Distinguished (5) |
|--|--|--------------------------------------|------------------|-----------------------|--------------------------|
| Activities and Services to Reach Goal InTASC 2, 7 CEC 3, 5 | Candidate does not address all 3 goals or complete at least 2 services for each goal. | Candidate provides at least 2 | | | |

| | Unsatisfactory (1) | Emerging (2) | Basic (3) | Proficient (4) | Distinguished (5) |
|--------------------|---|---|--|-----------------------|--------------------------|
| InTASC 10 CEC 7 | as to how collaboration with educational colleagues, related service providers, and the individual student with exceptionalities promote the well being of the individual student. | collaborated with their educational colleagues, related service providers, and the individual student with exceptionalities. | collaborated with their educational colleagues, related service providers, and the individual student with exceptionalities. Candidate reflects on the use of | | |